

Sample Evaluation Tool for School Media Librarians

Instructions: For each demonstrator, check the appropriate letter column that best describes the employee's performance for that item. Space is provided at the end of each standard for supporting evidence and comments.

STANDARD ONE: *Demonstrates Proficiency as Administrator of the Library Media Program*

Outstanding: Excellent planning is evident. Carries out administrative duties efficiently. Utilizes evaluation for improving all Library Media Program services. Outstanding communication is evident. Can serve as a trainer to other school media librarians.

Satisfactory: Planning leads to smooth running of Library Media Program. Carries out administrative duties effectively. Conducts evaluations of all Library Media services. Communicates effectively. Continues present PD strategies.

Needs Improvement: Evidence of some planning, but more is needed. Performs some administrative duties. Evaluates some services and/or program. Demonstrates some communication skills. More training is needed.

Unsatisfactory: Little or no planning evident. Little or no administrative duties performed. Evaluation of programs has not taken place. Little or no communication skills. Extensive training and practice is needed.

Demonstrator	O	S	NI	U	N/A
1.1 Plans long-range goals of the Library Media Program with faculty, administration, and students.					
Evidence:					
1.2 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the Library Media Program.					
Evidence:					
1.3 Administers the budget according to the goals and objectives of the program.					
Evidence:					
1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the Library Media Program.					
Evidence:					
1.5 Develops Library Media Program policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.					

Evidence:					
Demonstrator	O	S	NI	U	N/A
1.6 Administers a Library Media Program that utilizes flexible access.					
Evidence:					
1.7 Develops plans for maintaining a technologically current facility and program.					
Evidence:					
1.8 Organizes, classifies, and catalogs library materials following nationally recognized professional standards such as AACR2R, latest edition Dewey or Library of Congress, Sears or Library of Congress subject headings, MARC format.					
Evidence:					
1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.					
Evidence:					
1.10 Evaluates program, services, facilities, and materials informally and formally on a continuous basis – identifying strengths and weaknesses.					
Evidence:					
1.11 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.					
Evidence:					
1.12 Publicizes the Library Media Programs, services, and materials through newsletters, announcements, Web pages, and other innovative ways.					
Evidence:					
1.13 Is responsible for the proper use of the facility, materials, and equipment.					
Evidence:					
1.14 May plan and/or participate in special projects or proposals, e.g. book fairs.					
Evidence:					

Demonstrator	O	S	NI	U	N/A
1.15 Trains and supervises Library Media Program clerical staff, volunteers, and student helpers.					
Evidence:					
1.16 Follows the SBDM approved selection policy that includes a procedure for the reconsideration of materials.					
Evidence:					
1.17 Keeps automated catalog current utilizing authority control.					
Evidence:					
1.18 Maintains statistical records and shelf list, needed to verify collection of the library media center holdings.					
Evidence:					
1.19 Makes general repairs, weeds collection, and takes annual inventory.					
Evidence:					
1.20 Makes the library media center and its resources accessible to students and faculty.					
Evidence:					
1.21 Facilitates the circulation of materials among schools in the district or with other agencies.					
Evidence:					
1.22 Provides the resources and promotes recreational reading for the school community.					
Evidence:					
1.23 Follows the school's policies and procedures.					
Evidence:					
1.24 Promotes compliance with the copyright law.					

Evidence:					
Demonstrator	O	S	NI	U	N/A
1.25 Handles concerns of others in a positive and professional manner to protect the users' rights to privacy and confidentiality.					
Evidence:					

Supporting Evidence/Comments for Standard One:

STANDARD TWO: *Demonstrates Proficiency as Teacher*

Outstanding: Exhibits an outstanding ability to plan, implement and evaluate the needs and skills of students. Maintains an excellent climate for learning. Teaches information literacy skills. Guides and encourages students in an exemplary fashion. Continuously integrates technology in the Library Media Center.

Satisfactory: Successfully plans, teaches, and evaluates the needs and skills of students. Maintains an adequate climate for learning. Guides and encourages students effectively. Integrates technology in the Library Media Center.

Needs Improvement: Evidence of some planning, teaching and evaluation of skills for students, but more or a better quality is needed. Needs to provide more guidance and encouragement to students. Needs to become more technologically oriented.

Unsatisfactory: Little or no planning for the informational needs of students. Does not teach students to successfully use the Library Media Center. Does not evaluate the progress of students' skills. Displays little control of student behavior. Little guidance/encouragement to students. Does not integrate technology in the Library Media Center.

Demonstrator	O	S	NI	U	N/A
2.1 Provides orientation for new faculty and students.					
Evidence:					
2.2 Informally evaluates individual and group needs and provides appropriate learning experiences.					
Evidence:					
2.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.					
Evidence:					
2.4 Provides for independent and cooperative group learning.					
Evidence:					
2.5 Teaches information literacy as an integral part of the curriculum using a process model such as the Big 6™.					
Evidence:					

Demonstrator	O	S	NI	U	N/A
2.6 Guides students in the selection of appropriate resources.					
Evidence:					
2.7 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.					
Evidence:					
2.8 Promotes appreciation of various forms of literature emphasizing the highest quality.					
Evidence:					
2.9 Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills and to become skilled in all modes of communication.					
Evidence:					
2.10 Incorporates the use of technology in accessing information.					
Evidence:					
2.11 Assists students in the use of multi-media for completed projects.					
Evidence:					
2.12 Provides training to staff in use of new materials, technology, and equipment, demonstrating practical applications for curriculum connections.					
Evidence:					

Supporting Evidence/Comments for Standard Two:

STANDARD THREE: *Demonstrates Proficiency as Instructional Partner*

Outstanding: Collaboratively plans with teachers in the development of curricular units and lessons that incorporate information literacy skills. Assertively seeks opportunities to assist staff and students in the use of the facilities and resources. Maintains hours beyond the school day for extended access to the facility and its resources.

Satisfactory: Consistently and effectively assists, trains, and instructs students and staff in the use of the facilities and resources. Readily makes facility and resources available during the school day. Communicates with staff and students about facets of the media program through an effective public relations program.

Needs Improvement: Seldom assists students and staff in the use of the facility and its resources. Seldom makes facility readily accessible to staff and students. Rarely communicates with students and staff about the facets of the Library Media Program.

Unsatisfactory: Discourages the use of the facility and resources through the lack of training and instruction. Inhibits accessibility to facilities and resources through inadequate hours and restrictive policies. Never communicates with staff and students. Does not have a public relations program.

Demonstrator	O	S	NI	U	N/A
3.1 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.					
Evidence:					
3.2 Exercises a leadership role and serves as a catalyst in ensuring the Library Media Program is central to the instructional program of the school.					
Evidence:					
3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.					
Evidence:					
3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.					
Evidence:					
3.5 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.					
Evidence:					

Demonstrator	O	S	NI	U	N/A
3.6 Assists faculty in the selection of materials to supplement instruction.					
Evidence:					
3.7 Establishes positive rapport with staff and students.					
Evidence:					
3.8 Maintains effective communications with staff and students, e.g. informs faculty and students of new acquisitions and services.					
Evidence:					
3.9 Plans and implements a Library Media Program of library information literacy in collaboration with classroom teachers toward the achievement of academic expectations.					
Evidence:					

Supporting Evidence/Comments for Standard Three:

STANDARD FOUR: *Demonstrates Proficiency as Information Specialist*

Outstanding: Continuously seeks opportunities to assist staff and students in the use of resources. Utilizes evaluation for improving all Library Media Center services and programs. Outstanding communication is evident. Pursues an on-going effort to learn about new trends, technologies, etc.

Satisfactory: Consistently and effectively assists, trains, and instructs students and staff in the use of resources. Readily makes resources available during the school day. Communicates with staff and students about resources.

Needs Improvement: Seldom assists students and staff in the use of resources. Rarely communicates with students and staff about resources. Seldom reads professional journals or attends state conferences for School Media Librarians.

Unsatisfactory: Discourages the use of resources through the lack of training and instruction. Inhibits accessibility to resources through inadequate hours and restrictive policies. Never communicates with staff and students.

Demonstrator	O	S	NI	U	N/A
4.1 Chooses materials using selection tools, bibliographies, and recommendations.					
Evidence:					
4.2 Maintains a professional collection.					
Evidence:					
4.3 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment that support the school's curriculum.					
Evidence:					
4.4 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.					
Evidence:					
4.5 Is available as a personal resource for all students and faculty.					
Evidence:					

Demonstrator	O	S	NI	U	N/A
4.6 Attends local professional growth activities and meetings.					
Evidence:					
4.7 Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field.					
Evidence:					

Supporting Evidence/Comments for Standard Four:

School Media Librarian Performance Assessment Instrument

Employee's Name: _____

School: _____

Evaluator's Name: _____ Date completed: _____

Improvement/Growth Plan: An improvement plan may be required for each demonstrator rated "Unsatisfactory." A growth plan may be required including each demonstrator rated "Needs Improvement." Such plans would be evaluated in accordance with local school district policies and procedures.

Observations

Date: _____ Observer's Name: _____

Date: _____ Observer's Name: _____

Date: _____ Observer's Name: _____

I am knowledgeable about the content of this report and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with this report.

Signature of Employee

Date

I have discussed the content of this report in a conference with the employee.

Signature of Evaluator

Date